



St. Anne's CE Primary and Nursery School

Teaching & Learning Policy

**Reviewed and updated
September 2020 (Mrs. L. Sixsmith)**

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be “the best we can be”.

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that “spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force.” Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be “the best we can be”.

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Teaching and Learning Policy

At St. Anne's CE Primary we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives.

Aims and objectives

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all of our children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- Enable our children to become enthusiastic, confident, resourceful, open minded, enquiring, independent learners with self- motivation, ambition, perseverance and a determination to succeed;
- Develop good self- esteem and confidence in their own ability and to make informed decisions and to be confident to have a go and not be afraid to take a risk but also have good awareness of their own personal safety;
- Develop basic skills for life and to be literate and numerate.
- Foster in our children their self- esteem and help them to build positive relationships with other people and be able to work in a team;
- Develop in our children self- respect, encouraging them to understand the ideas attitudes and values of others, and teach them to respect other people's feelings;
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- Enable our children to understand their immediate community, wider global community and help them feel valued as part of it;
- Help our children grow into reliable, independent and positive citizens for our community.

Learning experiences in our school

At St. Anne's CE Primary School we strive to offer our children meaningful, purposeful learning experiences that have a relevant, real life context. We provide opportunities that will harness children's enthusiasm to provoke learning. We offer our children ways to learn through first hand experiences, their own initiated activities and also in a variety of other different ways which include:

Investigation, problem-solving and questioning;
Research, experimentation,

investigation, exploration and discovery;
Independent, paired work, group and whole class work;
Planning, carrying out and reviewing their work.

Within a safe environment asking and answering questions and offering opportunities to consolidate what has been learned. Enabling our children to realise it is fine to make mistakes.

use of ICT;
fieldwork and visits to places of educational interest as well as inviting visitors into the classroom;
creative activities;
debates, role-plays and oral presentations;
designing and making things;
participation in athletic or physical activity;
support and encouragement to participate in all activities.
activities that provoke learning by having fun;
opportunities for high quality interaction with their peers and adults with confident modelling and demonstration of learning by all;
ensuring inclusion of all by using different types of teaching styles such as visual, auditory and kinaesthetic.

In our school to ensure we maximise learning opportunities we plan lessons following Assessment for Learning principles:

teaching builds on previous learning and existing knowledge;
lessons are set in context allowing pupils to understand the 'big picture';
the teacher shares the learning objectives and steps to success with the class;
lessons are presented to cater for the range of styles within the class;
lessons allow opportunities for the pupils to build up their own understanding through various activities;
lessons allow opportunities for the children to review what has been learned;
lessons have built-in opportunities for feedback to the children celebrating success and reviewing learning strategies;
teaching indicates what the next step in the learning will be;
lessons are planned around Assessment for Learning strategies

How do we recognise good learning and teaching in our school?

When we are teaching, we focus on motivating all our children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

As good teachers we make ongoing assessments of each child's progress, and use this information when planning lessons. It enables all staff to take into account the abilities of all our children.

In our school our prime focus is to further develop the knowledge and skills of all our children.

We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for vulnerable groups we give due regard to information and targets contained in tracking data, provision map and group and Individual Education Plans (IEPs).

Teachers aim to modify teaching and learning as appropriate for children with disabilities and support where needed.

We value each child as a unique individual and strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We strongly believe that we need to deliver teaching in different ways to address the needs of all our learners.

We recognise good teaching through well planned learning opportunities which provide a challenge for learners of all abilities, levels and learning styles, engaging and enthusing all.

We endeavour to use a variety of teaching styles as children learn in many different ways, responding best to different types of teaching styles such as visual, auditory and kinaesthetic.

We deploy our highly skilled teaching assistants and other adult helpers as effectively as possible to support the work of individual children or groups of children.

We believe key to good teaching is:

- Good pace and flow in all lessons;
- Effective planning for all children based on assessment;
- Differentiated tasks and catering for all learning styles (VAK);
- Securing good progress for all our children;
- Developing good relationships and interaction with our children. We believe that strong relationships is vital as knowing our children will lead to all staff identifying key/next steps in their learning and support setting differentiated tasks that motivate. Furthermore knowing how an individual child will learn effectively supports staff in selecting the teaching style to use and ultimately set high expectations and appropriate challenge for each child.
- Engagement, enthusiasm from both children and teacher
- Teacher knowing the next steps in a child's learning
- Teacher having high expectation and setting appropriate challenging activities.
- Assessment for learning strategies used well and consistently in all lessons.

We recognise good learning will best occur in an environment where there is a strong positive ethos. This results in happy children who are on task and applying their skills across the curriculum enthusiastically and in a self- confident manner.

Good learning will ensure children are involved and engaged in their own purposeful activities and their progress and outcomes, which should be at least good, are actively being celebrated by their peers and adults.

Good learning will result in children being motivated to extend their learning with a desire to continue their own learning journey. Their learning journey is supported by talking and interacting

with peers and staff who then shape their next steps, plan for and allow time for those steps to be taken.

The outcomes we expect from learning and teaching are that our children have developed new skills along with having good self-esteem, confidence and a sense of achievement as they have reached their goals and targets.

We want our children to be at least on track and in line with expectations but we aim for our children to make significant progress to achieve individual goals with a desire to continue their learning and strive for future learning.

What makes a good learning environment in our school?

We believe that a good learning environment sets the climate for learning and should be stimulating and interactive and one which promotes independent learning for all children. An exciting classroom promotes independent use of resources, which results in high-quality work by the children

At St. Anne's CE Primary School we ensure the best possible environment for learning by developing a positive atmosphere in which our children:

- feel safe and have a sense of belonging and pride
- enjoy being challenged, are confident in taking risks while feeling safe in the knowledge that they will be supported in every effort to succeed
- enjoy their learning journey We strongly believe that all our classrooms, to reflect our beliefs, should have:

Evidence of pupil challenge and children's work for all abilities displayed and celebrated;

Interactive displays to further promote learning;

Wide variety of resources available to hand for children to use to promote independent learning and supports a range of learning styles and abilities;

Evidence of the access to and the use of ICT by children and adults;

Resources and equipment that are accessible clean, tidy and well organised to facilitate independent learning;

Evidence of use of indoor and outdoor areas as a learning environment across all year groups;

Evidence of children's input to their learning environment

A buzz and movement in the classroom with everyone on task

Ownership of their classroom environment.

Good teachers and good support staff motivating, exciting and inspiring learning for our children.

The role of staff in our school.

Our staff are highly committed to ensuring the delivery of our learning and teaching policy and are proactive in modelling the ethos and values that are embodied within the policy.

Our staff act as good role models as they:

- are enthusiastic, highly motivated and offer encouragement to all.
- are respectful and polite by listening, responding and speaking appropriately at all times and promoting positive relationships throughout the school.
- set good examples in a variety of ways such as appearance and being a learner themselves. Continually promote positive partnerships and relationships to support all children in their care.

Staff put the policy into action by:

Being focussed on child initiated learning through creative approaches;

Creating a stimulating environment celebrating the achievement of all;

Supporting children in developing an inquiring mind through promoting questioning and answering;

Offering regular feedback to children and parents focussing on levels of achievement including:

across a range of subjects progress being made; targets and behaviour;

respecting confidentiality and sharing information where appropriate and on a “need to know basis” with relevant parties;

developing confidence in children and allowing them to be challenged and take risks within their learning;

recognising the needs of individual children in order to personalise and implement a range of learning strategies and promote positive behaviour to ensure all children can access their learning;

listening carefully to children and motivating them to do their best; providing a stimulating, thought provoking safe environment that encourages independence.

The role of governors in our school.

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly Head Teacher's report to governors, and a review of the in-service training sessions attended by staff.

The role of parents and carers.

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning

We hold termly parents' evenings to discuss reports and progress of our children. In these meetings and other open day sessions we provide parents with Learning Journeys and updated targets.

We also offer additional suggestions to enable parents and carers to support their child with homework, and suggesting, for example, regular shared reading with very young children, completing the learning journey diary for younger children and support for older children with their projects and investigative work.

We "meet and greet" parents on a daily basis on the yard and we send information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;

We believe that parents and carers have the responsibility to support their children and our school in implementing school policies and to fulfil the requirements set out in the home school agreement. We therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to refer to the communication board which displays information.

Reviewed: January 2018

Next review: January 2019

Head Teacher Mrs L. Sixsmith

Chair of Governors Mrs. D. Swinburn